

ACADEMIC/CLINICAL EVALUATION REPORT						DATE	
<p>AUTHORITY: Title 10, U.S.C. Chapter 55, Sections 1094 and 1102.</p> <p>PRINCIPAL PURPOSE: To evaluate the performance of providers while in an academic setting.</p> <p>ROUTINE USE: Information on this form may be released to government boards or agencies, or to professional societies or organizations, if needed to license or monitor professional standards of health care providers. It also may be released to civilian medical institutions or organizations where the provider is applying for staff privileges during or after separating from the Air Force.</p> <p>DISCLOSURE IS VOLUNTARY: However, failure to provide information may result in the limitation of progress in the academic program or limitation of clinical privileges.</p>							
LAST NAME-FIRST NAME-MIDDLE INITIAL					GRADE		SSAN
MEDICAL FACILITY			CLINICAL SERVICE ROTATION		SERVICE AS <input type="checkbox"/> STUDENT <input type="checkbox"/> INTERN <input type="checkbox"/> RESIDENT <input type="checkbox"/> FELLOW		
ATTENDING STAFF PHYSICIAN/RATER					PERIOD OF SERVICE COVERED BY REPORT		
					FROM		TO
<p>INSTRUCTIONS: In evaluating the ratee's performance select only one box per section. Use as your standard the level of knowledge, skills, and attitude expected from the clearly satisfactory level at the appropriate stage of training. Specific comments, recommendations for improvement, and future expectations are required for any component that the rater identifies requiring further attention or scored as a 4 or less. In the comments block under each section, provide specific examples, including reports of critical incidents and/or outstanding performance. Global adjectives or remarks such as, "good resident," do not provide meaningful feedback to the ratee.</p>							
I. MEDICAL KNOWLEDGE	SECTION A - GENERAL						<input type="checkbox"/> INSUFFICIENT CONTACT TO EVALUATE
	LIMITED KNOWLEDGE OF BASIC AND CLINICAL SCIENCES; MINIMAL INTEREST IN LEARNING; DOES NOT UNDERSTAND COMPLEX RELATIONS, MECHANISMS OF DISEASE		UNSATISFACTORY <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3		SATISFACTORY <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6		SUPERIOR <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9
			<input type="checkbox"/> PERFORMANCE REQUIRES ATTENTION <small>(When checked specifics are required in comments block)</small>				
	EXCEPTIONAL KNOWLEDGE OF BASIC AND CLINICAL SCIENCES; HIGHLY RESOURCEFUL DEVELOPMENT OF KNOWLEDGE; COMPREHENSIVE UNDERSTANDING OF COMPLEX RELATIONSHIPS, MECHANISMS OF DISEASE						
	(Comments)						
P. PATIENT CARE	SECTION B - PATIENT ASSESSMENT						<input type="checkbox"/> INSUFFICIENT CONTACT TO EVALUATE
	INCOMPLETE, INACCURATE MEDICAL INTERVIEWS, PHYSICAL EXAMINATIONS, AND REVIEW OF OTHER DATA; FAILS TO CONSIDER PATIENT PREFERENCES WHEN MAKING MEDICAL DECISIONS		UNSATISFACTORY <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3		SATISFACTORY <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6		SUPERIOR <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9
			<input type="checkbox"/> PERFORMANCE REQUIRES ATTENTION <small>(When checked specifics are required in comments block)</small>				
	SUPERB, ACCURATE, COMPREHENSIVE, MEDICAL INTERVIEWS, PHYSICAL EXAMINATIONS, AND REVIEW OF OTHER DATA; APPROPRIATE CONSIDERATION OF PATIENT PREFERENCES						
	(Comments)						
	SECTION C - DIAGNOSTIC ACUMEN						<input type="checkbox"/> INSUFFICIENT CONTACT TO EVALUATE
	FAILS TO ANALYZE AVAILABLE CLINICAL DATA; USES POOR JUDGMENT IN SELECTION OF DIAGNOSTIC PROCEDURES		UNSATISFACTORY <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3		SATISFACTORY <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6		SUPERIOR <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9
			<input type="checkbox"/> PERFORMANCE REQUIRES ATTENTION <small>(When checked specifics are required in comments block)</small>				
	CONSISTENTLY MAKES APPROPRIATE DIAGNOSIS; USES SOUND JUDGMENT IN THE SELECTION OF DIAGNOSTIC PROCEDURES						
	(Comments)						
SECTION D - PLANNING, IMPLEMENTING AND EVALUATING THERAPY						<input type="checkbox"/> INSUFFICIENT CONTACT TO EVALUATE	
CONTRIBUTES LITTLE TO INITIAL PATIENT EVALUATION AND PROVIDES LITTLE INPUT INTO APPROPRIATE THERAPY; POOR KNOWLEDGE AND ABILITY IN PROCEDURAL TECHNIQUES		UNSATISFACTORY <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3		SATISFACTORY <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6		SUPERIOR <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9	
		<input type="checkbox"/> PERFORMANCE REQUIRES ATTENTION <small>(When checked specifics are required in comments block)</small>					
DEMONSTRATES EXCELLENT MANAGEMENT AND UNDERSTANDING OF APPROPRIATE THERAPY; IMPLEMENTS CORRECT THERAPEUTICS TECHNIQUES WITH MINIMAL TO NO SUPERVISION							
(Comments)							
II.	SECTION E - TECHNICAL SKILLS						<input type="checkbox"/> INSUFFICIENT CONTACT TO EVALUATE
	LACKS APPROPRIATE PSYCHOMOTOR SKILLS TO ACCOMPLISH SIMPLE TASKS		UNSATISFACTORY <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3		SATISFACTORY <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6		SUPERIOR <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9
			<input type="checkbox"/> PERFORMANCE REQUIRES ATTENTION <small>(When checked specifics are required in comments block)</small>				
	EXCELLENT TECHNICAL SKILLS WITH ECONOMY OF MOTION; APPROPRIATE SELECTION OF INSTRUMENTS AND TECHNIQUES						
(Comments)							
III. INTERPERSONAL & COMMUNICATION SKILLS	SECTION F - ESTABLISHING EFFECTIVE PHYSICIAN-PATIENT RELATIONSHIP						<input type="checkbox"/> INSUFFICIENT CONTACT TO EVALUATE
	UNABLE TO ESTABLISH EVEN MINIMAL RAPPORT WITH PATIENTS; TACTLESS AND INFLAMMATORY INTERCHANGES; FAILS TO DEMONSTRATE LISTENING AND NON-VERBAL SKILLS		UNSATISFACTORY <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3		SATISFACTORY <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6		SUPERIOR <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9
			<input type="checkbox"/> PERFORMANCE REQUIRES ATTENTION <small>(When checked specifics are required in comments block)</small>				
	EXCEPTIONAL RAPPORT WITH PATIENTS AND FAMILIES; INSTILLS CONFIDENCE IN PATIENTS; EXERTS A POSITIVE INFLUENCE; DEMONSTRATES EXCELLENT RELATIONSHIP BUILDING THROUGH LISTENING, NARRATIVE, AND NON-VERBAL SKILLS						
	(Comments)						
	SECTION G - PROFESSIONAL INTERACTION AND COLLABORATION						<input type="checkbox"/> INSUFFICIENT CONTACT TO EVALUATE
	INTEGRATES POORLY WITH PROFESSIONAL STAFF; NOT VIEWED AS A TEAM PLAYER; OFTEN THE SOURCE OF COMPLAINTS FROM OTHERS; LACKS RESPECT, INTEGRITY, AND HONESTY		UNSATISFACTORY <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3		SATISFACTORY <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6		SUPERIOR <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9
			<input type="checkbox"/> PERFORMANCE REQUIRES ATTENTION <small>(When checked specifics are required in comments block)</small>				
	ESTABLISHES EXCELLENT WORKING RAPPORT WITH HOSPITAL STAFF; A REAL TEAM PLAYER; EXCELLENT INTERPERSONAL SKILLS; DEMONSTRATES RESPECT, INTEGRITY, AND HONESTY						
	(Comments)						

IV.	PROFESSIONALISM	SECTION H – ATTITUDE AND APPEARANCE <input type="checkbox"/> INSUFFICIENT CONTACT TO EVALUATE				
		IMMATURE BEHAVIOR, OFTEN INAPPROPRIATE; POORLY GROOMED; UNPROFESSIONAL IN ACTIONS AND APPEARANCE; POOR ATTITUDE	UNSATISFACTORY <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3	SATISFACTORY <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6	SUPERIOR <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9	MATURITY, BEHAVIOR, ATTITUDE, AND GROOMING ARE CONSISTENT WITH THE HIGHEST IDEALS OF THE PROFESSION
		<input type="checkbox"/> PERFORMANCE REQUIRES ATTENTION <i>(When checked specifics are required in comments block)</i>				
		(Comments)				
V.	SYSTEM BASED PRACTICE	SECTION I – LEADERSHIP AND RESPONSIBILITY <input type="checkbox"/> INSUFFICIENT CONTACT TO EVALUATE				
		TOTALLY PASSIVE; NO INITIATIVE; REFUSES TO ACCEPT RESPONSIBILITY	UNSATISFACTORY <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3	SATISFACTORY <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6	SUPERIOR <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9	AGGRESSIVELY ASSUMES MEDICAL RESPONSIBILITIES; DEVOTES TIME AND ENERGY SELFLESSLY TO ALL DUTIES; IS RESPECTED BY PEERS
		<input type="checkbox"/> PERFORMANCE REQUIRES ATTENTION <i>(When checked specifics are required in comments block)</i>				
		(Comments)				
VI.	PRACTICE BASED LEARNING	SECTION J – FULFILLING ADMINISTRATIVE OBLIGATIONS <input type="checkbox"/> INSUFFICIENT CONTACT TO EVALUATE				
		SHOWS LITTLE INTEREST OR UNDERSTANDING OF HOSPITAL OR DEPARTMENTAL POLICIES AND INSTRUCTION; RESISTS EFFORTS TO IMPROVE SYSTEMS OF CARE; FAILS TO USE SYSTEMATIC APPROACHES TO REDUCE ERROR AND IMPROVE PATIENT CARE	UNSATISFACTORY <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3	SATISFACTORY <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6	SUPERIOR <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9	COMPREHENSIVE AND IN-DEPTH UNDERSTANDING OF POLICIES AND INSTRUCTIONS; EFFECTIVELY USES THEM TO ENHANCE PRACTICE CAPABILITIES AND ECONOMY OF SYSTEM; USES SYSTEMATIC APPROACHES TO REDUCE ERRORS AND IMPROVE PATIENT CARE
		<input type="checkbox"/> PERFORMANCE REQUIRES ATTENTION <i>(When checked specifics are required in comments block)</i>				
		(Comments)				
VII.	PRACTICE BASED LEARNING	SECTION K – KEEPING MEDICAL RECORDS <input type="checkbox"/> INSUFFICIENT CONTACT TO EVALUATE				
		INFREQUENT AND/OR INACURATE NOTES OF PATIENT PROGRESS	UNSATISFACTORY <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3	SATISFACTORY <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6	SUPERIOR <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9	ROUTINELY ANNOTATES CLEAR, COMPREHENSIVE PROGRESS NOTES; INTELLIGENTLY DOCUMENTS ALL ASPECTS OF PATIENT CARE
		<input type="checkbox"/> PERFORMANCE REQUIRES ATTENTION <i>(When checked specifics are required in comments block)</i>				
		(Comments)				
VIII.	PRACTICE BASED LEARNING	SECTION L – PARTICIPATES IN CONTINUING MEDICAL EDUCATION <input type="checkbox"/> INSUFFICIENT CONTACT TO EVALUATE				
		POOR ATTENDANCE/POOR PARTICIPATION IN CONFERENCES AND ROUNDS; SHOWS LITTLE EVIDENCE OF OUTSIDE READING AND RESEARCH	UNSATISFACTORY <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3	SATISFACTORY <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6	SUPERIOR <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9	OUTSTANDING ATTENDANCE AND PARTICIPATION IN ACADEMIC CONFERENCES AND ROUNDS; SHOWS EVIDENCE OF AGGRESSIVE READING; OFTEN ACCURATELY REFERS TO THE LITERATURE; SHOWS INTEREST AND PARTICIPATES IN ONGOING RESEARCH
		<input type="checkbox"/> PERFORMANCE REQUIRES ATTENTION <i>(When checked specifics are required in comments block)</i>				
		(Comments)				
IX.	PRACTICE BASED LEARNING	SECTION M – SELF-EVALUATION AND USE OF CONSULTANTS <input type="checkbox"/> INSUFFICIENT CONTACT TO EVALUATE				
		LACKS INSIGHT INTO PERSONAL INADEQUACIES; FAILS TO SEEK ADVICE OR ASSISTANCE WHEN NEEDED	UNSATISFACTORY <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3	SATISFACTORY <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6	SUPERIOR <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9	OUTSTANDING INSIGHT INTO PERSONAL LIMITATIONS; CONSISTENTLY SEEKS ADVICE OF CONSULTANTS AS APPROPRIATE; SOUND JUDGMENT INTO PERSONAL INITIATIVES
		<input type="checkbox"/> PERFORMANCE REQUIRES ATTENTION <i>(When checked specifics are required in comments block)</i>				
		(Comments)				
X.	PRACTICE BASED LEARNING	SECTION N – TEACHING <input type="checkbox"/> INSUFFICIENT CONTACT TO EVALUATE				
		UNABLE TO EFFECTIVELY TEACH OTHERS	UNSATISFACTORY <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3	SATISFACTORY <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6	SUPERIOR <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9	RECOGNIZED AS AN EXCELLENT TEACHER BY SUPERVISORS AND STUDENTS; CLEARLY, CONCISELY, AND PATIENTLY TEACHES TECHNICAL SKILLS; SERVES AS A ROLE MODEL
		<input type="checkbox"/> PERFORMANCE REQUIRES ATTENTION <i>(When checked specifics are required in comments block)</i>				
		(Comments)				
SECTION O – RATER'S OVERALL EVALUATION						
		UNSATISFACTORY <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3	SATISFACTORY <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6	SUPERIOR <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9		
(Comments)						
SIGNATURE OF TRAINEE					DATE	
SIGNATURE OF ATTENDING STAFF PHYSICIAN <i>(Include typed, printed, or stamped signature block)</i>					DATE	
SIGNATURE OF PROGRAM DIRECTOR <i>(Include typed, printed, or stamped signature block)</i>					DATE	